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ABSTRACT

This 15-item teacher rating scale measures three behavior traits: task orientation (how a child attends to and stays with classroom activities), extraversion (how readily a child interacts with other people), and hostility (how a child responds to some of the adjustments and conflict problems encountered in group activities). The scale is based upon a behavioral model developed by Schaefer from factor analytic techniques. A teacher rates a child on fifteen seven-point scales, ranging from never to always; completing the measure takes five to ten minutes. Norms and reliability data are not included in this inventory; these data are available in ED 082 856. These scales were used in the final year of the Head Start Planned Variation Study and in the pilot year of the Project Home Start Study. (BW)

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SCHAEFER BEHAVIOR INVENTORY

Developed by

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TEACHER'S MANUAL

TM002 801

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SCHAEFER BEHAVIOR INVENTORY

Earl Schaefer – May Aaronson – Victor Small

The Schaefer Behavior Inventory is an instrument designed to be used by teachers to assign scores to three basic behaviors which may be observed in a wide variety of classroom settings. These behavior traits consist of the following:

1) Task Orientation—how a child attends to and stays with classroom activities,
2) Extraversion—how readily a child interacts with other people,
3) Hostility—how a child responds to some of the adjustments and conflict problems encountered in group activities.

INSTRUCTIONS

An inventory form for each child is included in this packet. The teacher is requested to complete general information for each child on page one and to rate each child on the Inventory sheet on page two. Completed forms (one for each child in your class) will be collected by your site coordinator. General outcomes of this Inventory will be included in the Planned Variation Evaluation report, available from your Head Start Director.

SCHAEFER BEHAVIOR INVENTORY

Developed by

EARL SCHAEFER, MARY AARONSON, and VICTOR SMALL

Child's Name _____ Child's Birth Date _____
Last First Year Month Day

Sex (check one) Male _____ Female _____

Name of Center _____ Location _____ _____
City State

Form completed by _____ _____ Position _____
(name)

Only in the event that the teacher is absent for a long period *or has just been assigned to the class* may the inventory be completed by a teacher assistant or teacher aide. If the inventory is completed by someone other than the teacher, it is important that this person's name and position be stated above. Name of teacher if other than above _____

Other information (state reasons below if you believe this inventory was completed under any unusual circumstances; e.g., if the child has not been in attendance regularly or if it is difficult to determine typical behavior for this child).

_____

_____

_____

_____

_____

_____

Date this inventory was completed _____
Year Month Day

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INVENTORY

Child's Name _____

Circle the letter of the option that is most characteristic of the child being rated

	NEVER	ALMOST NEVER	OCCASIONALLY	HALF THE TIME	FREQUENTLY	ALMOST ALWAYS	ALWAYS
1. Pays attention to what he's doing when other things are going around him.	A	B	C	D	E	F	G
2. Tries to be with another person or group of people.	A	B	C	D	E	F	G
3. Gets impatient or unpleasant if he can't get what he wants when he wants it.	A	B	C	D	E	F	G
4. Stays with a job until he finishes it.	A	B	C	D	E	F	G
5. Likes to take part in activities with others.	A	B	C	D	E	F	G
6. Slow to forgive when offended.	A	B	C	D	E	F	G
7. Becomes very absorbed in what he is doing.	A	B	C	D	E	F	G
8. Enjoys being with others.	A	B	C	D	E	F	G
9. Stays angry for a long time after a quarrel.	A	B	C	D	E	F	G
10. Works earnestly at his classwork. Doesn't take it lightly.	A	B	C	D	E	F	G
11. Seeks social contact with others.	A	B	C	D	E	F	G
12. Complains or whines if he can't get his own way.	A	B	C	D	E	F	G
13. Watches carefully when a teacher or classmate is showing how to do something.	A	B	C	D	E	F	G
14. Does not wait for others to approach him, but makes the first friendly move.	A	B	C	D	E	F	G
15. Angry when he has to wait his turn or share with others.	A	B	C	D	E	F	G

BE SURE TO CIRCLE APPROPRIATE LETTER FOR EVERY ITEM

DEVELOPING A FRAME OF REFERENCE FOR RATINGS

In order to judge the children as fairly as possible, be sure to follow these directions prior to making a rating on the Inventory.

1. Review the instrument on your own time.

2. Select a variety of pupils whom you feel you know well and ask yourself how frequently each pupil displays each of these behaviors in the classroom.

3. Make practice ratings on these children before marking any answer sheets. Preliminary practice serves to develop a frame of reference which enables the rater to be more consistent from child to child.

4. Use the following scale for indicating how frequently you perceive each statement to apply to the particular pupil you have in mind:

    A. Never
    B. Almost never
    C. Occasionally
    D. Half the time
    E. Frequently
    F. Almost always
    G. Always

Circle the letter most characteristic of the child.

Caution

Teachers must take care not to become "hung up" on the point that their ratings would depend on what the pupil was doing, or upon particular situations. *Judgment should be based upon how frequently the behavior is seen when you consider all of the classroom situations or activities in which you observe the pupil.*